

JEFFERSON ELEMENTARY

809 West Elizabeth Street
Jefferson, SC 29718

GRADES K-8 Middle School

ENROLLMENT 471 Students

PRINCIPAL Scott Eddins 843-658-3295

SUPERINTENDENT H. Kenneth Dinkins, Ed.D. 843-623-2175

BOARD CHAIR Jerry D. Holley 843-335-8420

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	5	32	16	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 13 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

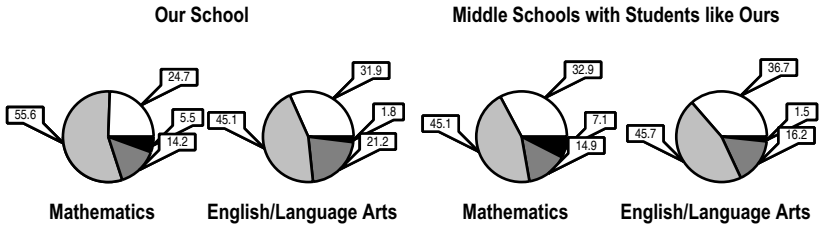
FOR MORE INFORMATION, VISIT WEBSITES AT:




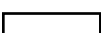
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	32	53	58
Percent satisfied with learning environment	87.5%	79.2%	77.2%
Percent satisfied with social and physical environment	75.0%	80.8%	75.0%
Percent satisfied with home-school relations	80.6%	76.9%	74.5%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	300	99.3	31.9	45.1	21.2	1.8	23.1	17.6
Gender								
Male	138	99.3	38.7	42.7	16.1	2.4	18.5	17.6
Female	162	99.4	25.2	47.6	25.9	1.4	27.2	17.6
Racial/Ethnic Group								
White	198	99.0	25.4	46.4	25.4	2.8	28.2	17.6
African-American	99	100.0	43.2	43.2	13.6	N/A	13.6	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	263	99.6	30.4	44.2	23.3	2.1	25.4	17.6
Disabled	37	97.3	42.4	51.5	6.1	N/A	6.1	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	300	99.3	31.4	45.4	21.4	1.8	23.2	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	300	99.3	31.4	45.4	21.4	1.8	23.2	17.6
Socio-Economic Status								
Subsidized meals	173	98.8	39.0	48.6	12.3	N/A	12.3	17.6
Full-pay meals	127	100.0	22.4	41.6	32.0	4.0	36.0	17.6

Mathematics								
All students	300	100.0	24.7	55.6	14.2	5.5	19.6	15.5
Gender								
Male	138	100.0	23.2	55.2	15.2	6.4	21.6	15.5
Female	162	100.0	25.0	56.8	13.5	4.7	18.2	15.5
Racial/Ethnic Group								
White	198	100.0	20.8	52.5	19.7	7.1	26.8	15.5
African-American	99	100.0	30.7	63.6	3.4	2.3	5.7	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	263	100.0	26.1	51.5	16.2	6.2	22.4	15.5
Disabled	37	100.0	14.7	85.3	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	300	100.0	24.2	56.0	14.3	5.5	19.8	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	300	100.0	24.2	56.0	14.3	5.5	19.8	15.5
Socio-Economic Status								
Subsidized meals	173	100.0	27.7	60.1	10.8	1.4	12.2	15.5
Full-pay meals	127	100.0	20.0	51.2	18.4	10.4	28.8	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	44	N/A	20.9	51.2	25.6	2.3	27.9
	Grade 4	51	N/A	17.6	58.8	21.6	2.0	23.5
	Grade 5	40	N/A	12.5	52.5	35.0	N/A	35.0
	Grade 6	32	N/A	37.5	31.3	12.5	18.8	31.3
	Grade 7	56	N/A	34.5	54.5	10.9	N/A	10.9
	Grade 8	50	N/A	24.0	46.0	26.0	4.0	30.0
2003	Grade 3	51	100.0	24.4	24.4	46.7	4.4	51.1
	Grade 4	50	100.0	23.9	56.5	19.6	N/A	19.6
	Grade 5	55	98.2	38.5	48.1	11.5	1.9	13.5
	Grade 6	44	100.0	31.8	43.2	22.7	2.3	25.0
	Grade 7	38	97.4	24.2	48.5	24.2	3.0	27.3
	Grade 8	62	100.0	43.4	49.1	7.5	N/A	7.5

Mathematics								
2002	Grade 3	44	N/A	48.8	44.2	4.7	2.3	7.0
	Grade 4	51	N/A	33.3	43.1	15.7	7.8	23.5
	Grade 5	40	N/A	27.5	42.5	17.5	12.5	30.0
	Grade 6	32	N/A	9.4	56.3	15.6	18.8	34.4
	Grade 7	56	N/A	56.4	41.8	1.8	N/A	1.8
	Grade 8	50	N/A	22.0	50.0	20.0	8.0	28.0
2003	Grade 3	51	100.0	15.6	66.7	15.6	2.2	17.8
	Grade 4	50	100.0	13.0	67.4	17.4	2.2	19.6
	Grade 5	55	100.0	32.1	50.9	13.2	3.8	17.0
	Grade 6	44	100.0	18.2	52.3	15.9	13.6	29.5
	Grade 7	38	100.0	23.5	41.2	20.6	14.7	35.3
	Grade 8	62	100.0	41.5	52.8	5.7	N/A	5.7

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 471)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No change	10.8%	14.4%
Retention rate	3.3%	Down from 3.9%	3.2%	2.3%
Attendance rate	95.2%	Down from 95.5%	95.1%	95.2%
Eligible for gifted and talented	18.3%	Up from 15.8%	12.4%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	7.2%	Down from 7.4%	14.9%	14.1%
Older than usual for grade	2.8%	Up from 2.4%	4.6%	4.9%
Suspended or expelled	0.4%	No change	1.2%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 32)				
Teachers with advanced degrees	53.1%	Down from 64.5%	45.2%	47.1%
Continuing contract teachers	75.0%	Down from 80.6%	80.0%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	84.3%	Down from 90.6%	82.2%	84.3%
Teacher attendance rate	96.9%	Up from 96.0%	94.8%	95.0%
Average teacher salary	\$38,577	Down 2.1%	\$38,839	\$39,924
Prof. development days/teacher	11.6 days	Up from 11.5 days	10.5 days	10.7 days

School				
Principal's years at school	2.0	Up from 1.0	4.0	3.0
Student-teacher ratio	22.5 to 1	Up from 21.7 to 1	20.6 to 1	21.0 to 1
Prime instructional time	91.7%	Up from 90.0%	88.6%	88.9%
Dollars spent per pupil*	\$5,313	Up 7.8%	\$5,742	\$5,854
Percent spent on teacher salaries*	71.1%	Up from 69.2%	62.1%	62.0%
Opportunities in the arts	Good	Up from Poor	Good	Good
Parents attending conferences	99.0%	No change	94.7%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Jefferson Elementary School is committed to academic excellence. Our staff regularly attends workshops, conferences, classes, and studies research. The reading curriculum, Success For All (SFA), is the hub of our curriculum and sets a climate of success and self-confidence which permeates all other areas. The use of Thinking Maps, Accelerated Reader (AR), and the After School Program augment the reading program. Our students have earned over 20,000 AR points which almost tripled last year's total. An average of 82.3% of the students enrolled in SFA scored above standard on the PACT English/Language Arts, and approximately 3 out of 4 students in grades 1-5 are reading on grade level. Two students were selected to participate in the Young Writer's Conference, and four students were inducted into the Junior Beta Club.

Students participated in exciting field trips, teacher-sponsored clubs, a school-wide science project fair, and various service projects, which included Pennies for Patients, Adopt-a-Highway, and collection of supplies for soldiers. Working through Clemson Extension, our fifth graders had the opportunity to experience the "Ropes" course. We also had a very special visit from the renowned author of CLOVER, Dori Sanders. She shared her love and passion for reading and writing with students through stories and songs. All these activities have created a positive setting and have motivated students to learn and come to school.

Our students have also experienced success in athletics. The Jefferson Elementary Bluejay football team finished a rigorous schedule and nearly went undefeated. Two girls and one boy from our basketball teams have been named to the All Tournament Team. During the Presidential Physical Fitness Challenge, we had 37 students (approximately 25%) achieve the National Award and another 7 students receive the Presidential Award.

Without community support, our efforts would not be as successful. Jefferson Elementary won the district's Volunteer Hour Contest because our parents are dedicated to the school's needs and initiatives. Together with our business partners and parents, we make a winning team.

Scott Eddins, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.